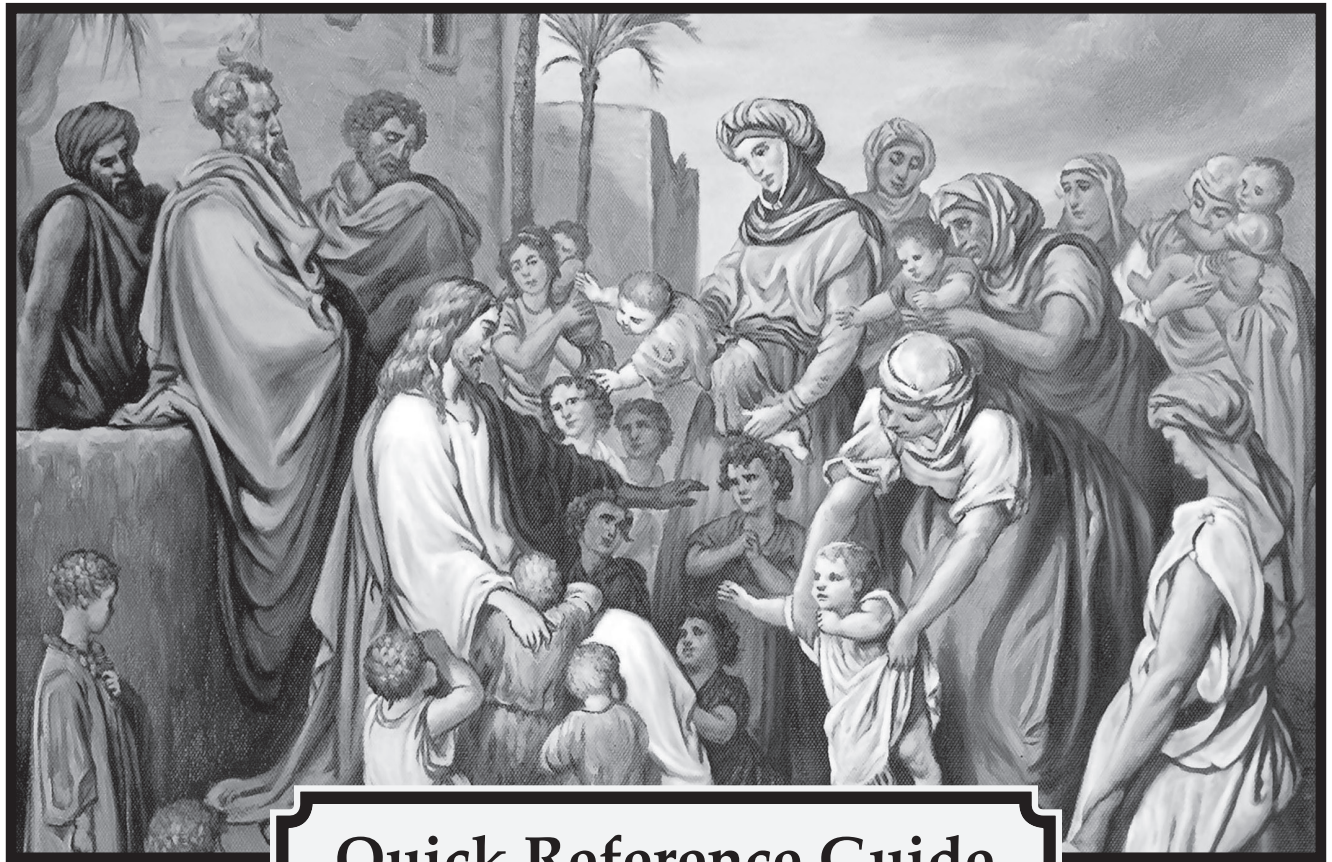


SIMPLY CLASSICAL

SPECIAL-NEEDS

CLASSICAL CURRICULUM



Quick Reference Guide

Cheryl Swope



MEMORIA PRESS

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SIMPLY CLASSICAL
SPECIAL-NEEDS CLASSICAL CURRICULUM

QUICK REFERENCE GUIDE
Cheryl Swope

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SIMPLY CLASSICAL FEATURES

Based on the excellent classical Christian education provided by Highlands Latin School, these packages have been adapted especially for students with significant special learning needs.

This program offers **10 key features**:

1. **The rich, beautiful content of a classical Christian education** designed to promote wisdom, virtue, and eloquence within the Christian context of forgiveness, mercy, and salvation
2. **A slower pace with ample review** including optional 8-week extensions of early levels for year-round schooling or for additional practice before embarking on the next level of study
3. **An emphasis on books with elegant illustrations** to cultivate a taste for excellence
4. **A multi-sensory presentation of material** with visual, auditory, and tactile input where appropriate
5. **Oral language components** to promote oral language development and reduce the demand for written responses
6. **Skills checklists** with recommendations to boost development of academic, social, and motor skills in the early years
7. **Integration across subjects** for improved understanding, further repetition, and greater mastery of material
8. **Themed levels** to offer fewer subjects per year with greater depth while providing a comprehensive curriculum over time
9. **A "trivium" approach** with recitations in the early grammar levels to strengthen memory, analysis in the middle logic levels to develop clear thinking, and opportunities for expression in the upper rhetoric levels to cultivate eloquence
10. **Socratic questioning** at every level to promote the pursuit of truth

WHICH LEVEL SHOULD I CHOOSE?

	CHOOSE IF THE CHILD...	DESCRIPTION
READINESS: <i>Levels A, B, C</i> (Age or ability 2-5)		
A	Has little to no expressive (spoken) language	MP Preschool with additional special-needs information.
B	Needs work in manners, fine-motor skills, and listening	½ JrK w/extra work on listening, ear training, and manners
C	Is ready to master sounds & letters	½ JrK w/extra multi-sensory sounds & letters and an intro to FSR
PRIMARY: <i>Levels 1, 2, 3</i> (Age or ability 5-9)		
1	Is ready to learn to read (or needs a thorough phonics review beginning with CVC words, e.g., cat, mat, sat)	MP K w/multi-sensory, explicit work in phonics
2	Can read and spell CVC words but needs to review blends, silent e, and needs work on reading fluency (speed, inflection, confidence) OR Cannot write good sentences or spell well.	Unique bridge between MP K and MP 1 w/ <i>Simply Classical StoryTime Treasures, Simply Classical Spelling, Simply Classical Writing</i>
3	Needs continued work in English reading, spelling, writing before beginning Latin but is ready for higher-level content (e.g. American history)	Unique course in reading, writing, spelling w/extra work in American history, intro to states & capitals, and an intro to Prima Latina beginning second semester
GRAMMAR: <i>Levels 4, 5, 6</i> (Age or ability 8-12)		
4	Is ready for MP 2 Lit, Prima Latina, Mammals, intro to Myths	MP 2 with a gentle intro to myth, Prima Latina taught with extra games for review, and Mammals for drawing & science
5	Is ready for MP 3 but needs a slower pace, less memory work, and less writing than in MP 3. Recommended: Two-Year Pacing.	¼ – ½ MP 3 with ½ <i>Latina Christiana</i>
6		¼ – ½ MP 3 with ½ <i>Latina Christiana</i>
SCHOLAR: <i>Levels 7, 8, 9, 10</i> (Age or ability 12-16)		
7	Has completed 5 & 6.	¼ <i>First Form Latin</i> , ½ MP 4
8	Recommended: Two-Year Pacing.	¼ <i>First Form Latin</i> , ½ MP 4
9	Is ready to begin First Form Latin, Fables, MP 4 Literature studies.	¼ <i>First Form Latin</i> , ½ MP 5
10	Recommended: Two-Year Pacing.	¼ <i>First Form Latin</i> , ½ MP 5
ADVANCED: <i>Levels 11, 12</i> (Age or ability 16 and older)		
11-12	Has completed First Form Latin	

Note: After SC Levels 11 & 12, student may graduate or begin all or part of MP 6 or 7.

See the free Readiness Assessments @ ClassicalSpecialNeeds.com, for more personalized placement.

SIMPLY CLASSICAL CURRICULUM OVERVIEW

ONE-YEAR LEVELS	Level A <i>Readiness, Rhythm, & Rhyme</i>	Level B <i>Essentials, Etiquette, & Ear Training</i>	Level C <i>Animals, Alphabet, & Aesop</i>
<i>Ages/skill levels</i>	2-3	3-4	4-5
<i>Stage</i>	Readiness	Readiness	Readiness
<i>What is the MP equivalent?</i>	Preschool	½ Jr K expanded	½ Jr K ¼ MP K
<i>Expected length</i>	34 weeks	34 weeks	34 weeks
<i>Optional 8-week extension</i>	no	yes	yes
<i>Special Note: for students diagnosed with severe dyslexia</i>	--	--	Consider adding Foundations in Sounds for phonemic awareness.
<i>Which MP level is best AFTER my child completes this level? (If SN – proceed to next SC level)</i>	Jr K if > 4 yrs & ready	Jr K if > 4 yrs & ready	MP K if > 5 yrs & ready

TWO-YEAR LEVELS	Level 5 & 6 <i>Grammar, Greece, & Gratitude</i>	SC 7 & 8 <i>Poetry, Pleiades, & Promises</i>	SC 9 & 10 <i>Knights, Knaves, & Knowledge</i>
<i>Ages/skill levels</i>	9-12 (9-15 moderate to severe SN)	11-14 (11-17 moderate to severe SN)	13-16 (13-19 moderate to severe SN)
<i>Stage</i>	Grammar	Scholar	Scholar
<i>What is the MP equivalent?</i>	½ MP 3, ½ MP 4	½ MP 4, ½ MP 5	½ MP 5, ½ MP 6
<i>Expected length</i>	2 years Standard OR 1 year Accelerated	2 years Standard OR 1 year Accelerated	2 years Standard OR 1 year Accelerated
<i>Optional 8-week extension</i>	no	no	no
<i>Special Note: for students diagnosed with severe dyslexia</i>	Consider adding Barton Reading & Spelling.	Consider adding adaptive strategies.	Consider adding adaptive strategies.
<i>Which MP level is best AFTER my child completes this level? (If SN – proceed to next SC level)</i>	MP 4 if ready	MP 5 if ready	MP 6 if ready

Level 1 <i>Sentences, Sums, & Stories</i>	Level 2 <i>Comprehension, Calculations, & Character</i>	Level 3 <i>Literature, Latin, & Liberty</i>	Level 4 <i>Mozart, Multiplication, & Myths</i>
5-6	6-8	7-9 (7-11 moderate to severe SN)	8-10 (8-13 moderate to severe SN)
Primary Student	Primary Student	Primary Student	Grammar
$\frac{3}{4}$ MP K expanded	$\frac{1}{2}$ MP K $\frac{1}{2}$ MP 1	$\frac{1}{2}$ MP 1 $\frac{1}{2}$ MP 2	$\frac{1}{4}$ MP 1(spelling) $\frac{1}{2}$ MP 2, $\frac{1}{4}$ MP 3
34 weeks	34 weeks	34 weeks	34 weeks
yes	yes	yes	yes
Consider adding Foundations in Sounds for phonemic awareness.	Consider adding Barton Reading & Spelling.	Consider adding Barton Reading & Spelling.	Consider adding Barton Reading & Spelling.
MP K for good review OR MP 1 if > 5-6 yrs & ready	MP 1 for good review OR MP 2 if > 7 yrs & ready	MP 2 for good review OR MP 3 if > 8 yrs & ready	MP 2 if much review is needed OR MP 3 if ready (no higher)

SC 11 & 12 <i>History, Homer, & Heroes</i>	> SC 12
15-18 (15-21 moderate to severe SN)	18 and older
Advanced	Advanced
$\frac{1}{2}$ MP 6, $\frac{1}{2}$ MP 7	MP 7+ (adjust Latin to SFL & Greek to FFG)
2 years Standard OR 1 year Accelerated	--
no	no
Consider adding adaptive strategies.	
MP 7 if ready	MP 8 if ready

FREQUENTLY ASKED QUESTIONS

For Whom Is the Simply Classical Curriculum Designed?

Parents of children in these categories have expressed appreciation for the progress and success of their children learning from the Simply Classical Curriculum:

- Attention Deficit/Hyperactivity Disorder
- Anxiety Disorders
- Auditory Processing Disorder
- Autism Spectrum Disorder
- Cerebral Palsy
- Developmental Coordination Disorder
- Down Syndrome
- Dyscalculia, Dysgraphia
- Dyslexia
- Epilepsy
- Executive Function Disorder
- Fetal Alcohol Spectrum Disorders (FASD/FAE)
- Global Developmental Delay
- Hearing Disorders
- Intellectual Disability
- Language Disorders
- Memory Weaknesses
- Mental Illness of Childhood or Adolescence (Depressive Disorders, Mood Disorders, Bipolar Disorder)
- Minimally Verbal and Nonverbal
- Neurodevelopmental Disorders
- Oppositional Defiant Disorder
- Reactive Attachment Disorder
- Seizure Disorders
- Sensory Integration Disorder, Sensory Processing Disorder
- Social Communication Disorder
- Specific Learning Disorder
- Speech Disorders
- Vision Disorders
- Visual Processing Disorder

Where Do I Begin?

Begin with the **free online assessments at ClassicalSpecialNeeds.com, *Where Do I Start?***. Take the assessment that seems closest to your student's current skill levels. Then take the assessment immediately below and above this level. If you have any questions after you complete the online assessments for your student, ask for help on our online forum, SimplyClassical.com, *Community*. We want you to research your student's starting point before you teach. Time spent prior to beginning will save you time and money in the end. Be prepared to begin at the level suitable for your child, regardless of the child's age, to ensure his success. *It is better to teach sequentially and avoid gaps in learning, rather than move too far ahead of the student's actual abilities.*

Is the Simply Classical Curriculum customizable?

Yes! Our most common customizations are Math (upward) for students strong in math and Cursive (downward) for students in Level 3 and above with no prior cursive instruction. Use the Customize Tab when ordering. Adjust the subject matter higher or lower as needed. Everything we recalculate for you and give you the lesson plans you need to accompany the adjustment.

NOTES: _____

Simply Classical Curriculum or Memoria Press Classical Core Curriculum?

1. Choose Simply Classical Curriculum IF *any of these* are true:

- **Special Needs** – Your student has average to above-average intelligence with moderate-to-severe special needs (behavioral, neurological, learning) OR low-average intelligence, borderline, or intellectual disability with or without additional special needs.
- **Modifications** – You would love to devote more time to modifying regular lesson plans, but you cannot, OR you have been making so many modifications, the lesson plans are now barely recognizable.
- **Mastery** – You do not mind if your child studies at a lower level or slower pace, just so long as he finally begins to gain success, mastery, and confidence.
- **Diagnoses** – Due to at least one diagnosed learning disability, you anticipate that your student(s) will need significant, lifelong adaptations to succeed academically.
- **Gaps** – Your student needs more intensive teaching right now to close gaps or support his learning, and then he may be able to transition to Memoria Press Classical Core Curriculum.
- **No Suitable MP Classical Core Curriculum Option** – You do not want to simply “do over” a lower level of MP Classical Core Curriculum, OR the current MP Classical Core has been rushing past him.

2. Choose Memoria Press Classical Core Curriculum IF *any of these* are true:

- **Mild Impact** – Your student’s special needs are only mild to moderate.
- **Accommodations** – You can provide accommodations within existing Memoria Press Classical Core Curriculum materials by slowing the pace, focusing on the basics, or reducing some written work.
- **Readiness** – Your student has completed Simply Classical Curriculum or other preparatory work and is now ready for the pacing of the Memoria Press Classical Core Curriculum.
- **Ability** – Your student is past existing Simply Classical Curriculum levels.

How Is Simply Classical Curriculum *Different* from Memoria Press Classical Core Curriculum?

5 DIFFERENCES

1. Research for Special Needs

Simply Classical Curriculum creator Cheryl Swope, M.Ed., draws on current research. With a master’s degree in special education (learning disabilities) and bachelor’s degree in special education (behavior disorders), Cheryl also holds lifetime K-12 state teaching certification in both learning disabilities and behavior disorders. In conjunction with Memoria Press curriculum developers and professionals in the field of special education, the Simply Classical Curriculum reflects researched practices for students with learning challenges.

2. Pacing

Simply Classical Curriculum has a gentle pace with shorter lessons and more review built into every level. *Examples:*

Subject	Skill/Program	MP	SC
<i>Reading Readiness</i>	Phonological and phonemic awareness	½ – 1 year (MP Jr K, K)	2-3 years (SC B, C, 1)
<i>Arithmetic</i>	<i>Rod & Staff Grade 2 Math</i>	1 year (MP 2)	2 years (SC 3, 4)
<i>Latin</i>	<i>First Form Latin</i>	1 year (MP 5)	2-4 years (SC 9 & 10, 11 & 12)

3. Internal Adaptations

For students with varying abilities, strengths, and weaknesses, it may seem as if one level will not be sufficient. Unless you need a more specific customization, such as with math or cursive as mentioned above, you will find adaptations for these variances within the curriculum. *Examples:*

Levels	Internal Adaptations
<i>Levels B, C, 1, 2, 3</i>	Included: 8 weeks of extra review for “light school” or summer work at the end of each level to bridge to the next if needed
<i>Levels 2 and 3</i>	4-day week to allow for doctor appointments, therapies, or rest. <ul style="list-style-type: none"> Included: Remedial - Day 5 optional Review plans for extra practice in any or all subjects Included: Advanced - Day 5 optional “Delve Deeply” plans for extra enrichment or challenge in any or all subjects
<i>Levels 5 & 6</i>	<ul style="list-style-type: none"> Included: Oral teaching in literature and classical studies for minimized writing requirements Included: Advanced - Supplemental Package for Extra Writing Practice available for students ready for greater challenge.

4. Extra Spelling and Writing Instruction

For students with difficulties in language, reading, spelling, or writing, incremental instruction is built into the Simply Classical Curriculum. *Examples:*

Subject	MP	SC
<i>Spelling</i>	First Start Reading - MP K	<i>First Start Reading</i> - SC 1
		<i>Simply Classical Spelling One</i> - SC 2
		<i>Simply Classical Spelling Two</i> - SC 3
	<i>Traditional Spelling I</i> - MP 1	<i>Traditional Spelling I</i> - SC 4
	<i>Traditional Spelling II</i> - MP 2	<i>Traditional Spelling II</i> - SC 5 & 6
<i>Writing</i>	<i>Storytime Treasures & More Storytime Treasures</i> - MP 1	<i>Simply Classical Storytime Treasures, Simply Classical Writing One</i> - SC 2
		<i>Simply Classical More Storytime Treasures, Simply Classical Writing Two</i> - SC 3
	Literature Guides <i>Core Skills Language Arts 2</i> - MP 2	Literature Guides <i>Core Skills Language Arts 1 & 2</i> - SC 4
<i>Cursive</i>	<i>New American Cursive 1</i> - MP 1	<i>New American Cursive 1</i> - SC 2
	<i>New American Cursive 2</i> - MP 2	<i>New American Cursive 2</i> - SC 3
		<i>New American Cursive 2, alt. version</i> - SC 4
	<i>New American Cursive 3</i> - MP 3	<i>New American Cursive 3</i> - SC 5 & 6

5. Multi-Modal Instruction and Practice

The Simply Classical Curriculum integrates multi-modal (visual, auditory, kinesthetic, tactile) teaching and exercises where beneficial. In some levels, movement activities are printed in bold. Examples:

Subject	Skill/ Concept	MP	SC
<i>Phonics</i> SC C	Letter identification	<ul style="list-style-type: none"> Jr K books 	<ul style="list-style-type: none"> Student writes with his finger in rice on a tray or traces on sandpaper for greater sensory feedback.
<i>Phonics</i> SC 1	Blending	<ul style="list-style-type: none"> Paper-pencil with some suggested multi-sensory activities options (<i>First Start Reading A-D</i>) 	<ul style="list-style-type: none"> Play-Doh and clay help the student see and blend letters. Beanbag/rock toss into concentric circles of phonemes. Many movement activities included in the weekly lessons for review and practice in non-writing ways.
<i>Arithmetic</i> SC 1 SC 2	Math facts, concepts	<ul style="list-style-type: none"> R&S 1 lessons 	<ul style="list-style-type: none"> Movement: Jumping to numbers on a floor number line, counting gems. (<i>R&S 1, Part 1</i> in SC 1) Aural: Story books to reinforce the lessons (<i>Best Counting Book Ever, This First Thanksgiving Day</i>) New games included in lessons: Rapid Fire, Real Time (<i>R&S 1, Part 2</i> in SC 2)
<i>Writing/Composition</i> SC 2	Writing sentences	<ul style="list-style-type: none"> Near-point (<i>Copybook</i>) Far-point (<i>Literature Guides</i>) 	<ul style="list-style-type: none"> Colored pencils with multi-step instructions help the student remember capitalization of beginning letter, capitalization of proper nouns, and inclusion of end marks in every sentence. (<i>SC Writing</i>)
<i>Arithmetic</i> SC 3, 4, 5 & 6	Telling time	<ul style="list-style-type: none"> R&S 2, Part 1 	<ul style="list-style-type: none"> Included in SC 3 is a large Demo Clock. Analog and digital times are practiced with this clock throughout the course.
<i>US Geography</i>	States & Capitals	<ul style="list-style-type: none"> Paper & pencil, flashcards 	<ul style="list-style-type: none"> Flashcards, US sticker map
<i>Arithmetic</i> SC 4	Money	<ul style="list-style-type: none"> R&S 3 	<ul style="list-style-type: none"> R&S plus real money, games with real money
<i>Latin</i> SC 5 & 6	English derivatives	<ul style="list-style-type: none"> Paper & pencil, discussion 	<ul style="list-style-type: none"> Paper & pencil, discussion, derivative games

NOTES: _____

MYSELF & OTHERS

Where Does *Myself & Others: Lessons for Social Understanding, Habits, and Manners* Fit in?

Myself & Others (ages 4-13) is a 14-week supplementary stand-alone course with four levels (books).

FACTS:

Not just for special needs! *Any* child at home or in the classroom can benefit from better social understanding, habits, and manners.

- Teach in the summer, alongside MP or SC, or whenever time permits.
- Teach alongside any curriculum.
- Teach individually or in a group.
- Start with any book based on the child's maturity or chronological age.
- Each level includes children's literature along with teaching resources and 4-day/week lesson plans.
- Books Three & Four share the common text *Healthy Happy Habits* (Schoolaid publisher)

Book One – preschool/kindergarten (very brief, oral lessons)

Book Two – primary

Book Three – grammar

Book Four – late grammar

Age or Ability Level	Lessons in Social Understanding, Habits, and Manners	SC Curriculum Equivalent	MP Classical Core Equivalent
Age 3-4	Teach from Simply Classical Curriculum Level B Manners	SC Level A or B	MP Preschool or Jr K
Age 4-8	<i>Myself & Others Book One Set</i>	SC Level C or 1	MP Jr K or K
Age 6-9	<i>Myself & Others Book Two Set</i>	SC Level 2 or 3	MP Level 1 or 2
Age 7-10	<i>Myself & Others Book Three Set</i>	SC Level 4, 5, or 6	MP Level 3 or 4
Age 9-13	<i>Myself & Others Book Four Set</i>	SC Level 7, 8	MP Level 5 or 6

NOTES: _____

SCOPE & SEQUENCE: Spelling

	Phonetic Patterns, Rules, Semantic Categories (with samples)	Common Words and Sight Words (with samples)
<i>Readiness Levels A, B, C</i>	---	---
<i>Level 1</i>	isolated phonemes (/d/, /f/, /t/, /a/, /i/, /r/, /s/, /m/, /p/) CVC consonant blends	---
<i>Level 2 Simply Classical Spelling 1</i>	isolated phonemes (/d/, /f/, /t/, /a/, /i/, /r/, /s/, /m/, /p/) CVC silent e with long vowel initial and final consonant blends (nd, ft, st, mp, xt, cr) initial and final consonant digraphs (th, ch, sh, wh, ck) double-consonant teams (ll, ff, ss, zz) plurals and possessives direction words question words color words	75 common sight words 42 words in Weeks 1-16 33 words in Weeks 17-34 Examples: says, have, their, does, two, people, one, many
<i>Level 3 Simply Classical Spelling 2</i>	short vowels with consonant teams long vowels with silent e and consonant teams (ild, old) plurals and possessives proper nouns double-consonant teams (ll, ff, ss, zz) special combinations (qu, ang, ing, ung, onk, unk) soft/hard c and g three sounds of y vowel teams (ai, ay, ea, ee, ie, igh, oe, oa)	90 common and sight words 57 words reviewed from Book 1 33 new words Examples: don't, woman, very, once, been, enough, love, water
<i>Level 4 Traditional Spelling I</i>	long vowels (silent e, before two consonants, vowel teams) vowel teams for diphthongs (/oi/, /ou/) other vowel sounds (/oo/, /ool/, /ô/) r-controlled vowels consonant teams and blends hard and soft c and g three sounds of y contractions compound words Double Rule: When adding a suffix that begins with a vowel, double the final consonant of a 1-1 word, but never double final w, x, y. Drop Rule: When adding a suffix that begins with a vowel, drop the final e from a silent e word. Change Rule: Change y to i except when a vowel precedes the y or the suffix begins with an i. other es plurals (after ch, sh, ss, x) prefixes and suffixes word final /ül/ (le syllables), /ün/, and /ür/	says, me, we, does, sew, said, girl, very, busy, what, give, one, any, many, have, two, shoe, gone, some, none, done, want, are, only, again, who, once, been, mother, brother Recommended: Review all remaining common and sight words from <i>SC Spelling 1-2</i>

	Phonetic Patterns, Rules, Semantic Categories (with samples)	Common Words and Sight Words (with samples)
<p><i>Level 5 & 6</i></p> <p><i>Traditional Spelling II</i></p>	<p>long vowels (silent e, before two consonants, vowel teams—new and review)</p> <p>vowel teams (diphthongs, other vowel sounds, and /ü/)</p> <p>r-controlled vowels</p> <p>consonant teams (including qu and tch) and blends (including 3 letter blends)</p> <p>hard and soft c and g, including soft g spelled dge</p> <p>three sounds of y</p> <p>final /əl/ spelled le (le syllables) and el</p> <p>contractions</p> <p>compound words</p> <p>Double Rule: When adding a suffix that begins with a vowel, double the final consonant of a 1-1-1.</p> <p>word, but never double final w, x, y</p> <p>Drop Rule: When adding a suffix that begins with a vowel, drop the final e from a silent e word.</p> <p>Change Rule: Change y to i except when a vowel precedes the y or the suffix begins with an i.</p> <p>plurals: es after ch, sh, ss, x; final f and fe</p> <p>irregular plurals</p> <p>“I Before E” Rule: I before e except after c, or when sounded like a, as in neighbor and weigh.</p> <p>exceptions to the “I Before E” Rule</p> <p>prefixes and suffixes</p> <p>homophones</p>	<p>does, been, said, who, says, even, people, good-bye, buy, eye, sure, truth, which, should, would, could, any, two, sew, dear, deer, blue, sail, our, eight, to, too</p> <p>Recommended: Review all remaining common and sight words from <i>SC Spelling 1-2, Traditional Spelling Book I</i></p>
<p><i>Level 7 & 8</i></p> <p><i>Traditional Spelling III</i></p>	<p>CVC & CVCC words with final consonant teams/blends; closed and open syllables</p> <p>Long ā (silent e; vowel teams ay, ai, eigh, ey); Long ē (silent e; vowel teams ee, ea, ey; y); Long ī (silent e; i before two consonants; vowel teams ie, igh; y); Long ō (silent e; o before two consonants; vowel teams oa, ow, oe, ough); Long ū (silent e; vowel teams ue, ui, oo, ew)</p> <p>Hard and soft c and g; consonant team dge; h-teams (ch, sh, th, wh, tch)</p> <p>Initial consonant blends (s, r, l, tw, sw, qu, three-letter consonant blends); Vowel teams for /oi/ (oi, oy) and /ou/ (ow, ou)</p> <p>Consonant teams /b/ (bu), bt, /g/ (gu), gn; More consonant teams with a silent letter (kn, mb, mn, wr); Silent letters h, t, w; Sounds for /f/ (gh, ph)</p> <p>r-controlled vowels spelled /âr/ air, are, ear, err; r-controlled vowels spelled /ôr/ or, our, oor, war; r-controlled vowels spelled /ûr/ ear, ir, ur, wor</p> <p>Two sounds of ch (/k/, /sh/); Two spellings for /sh/ (ti, ci); Double Rule (1-1-1 Rule); Drop Rule (silent e); Change Rule (y to i)</p> <p>Vowel teams for /ē/ (ei, ie); vowel teams for /ā/ (ei, eigh); Contractions: Plurals that add -es; Irregular plurals; Vowel teams for /ô/ (aw, au, al/all, aught)</p> <p>Prefixes; Suffixes; Possessives and compound words; Homophones</p>	<p>pretty, woman, women, Wednesday, were, minute, Tuesday, which, English, easy, John, America, bury, Michael, Asia, friendliness, doesn't, guesses, people, cousin, their,</p>

	Phonetic Patterns, Rules, Semantic Categories (with samples)	Common Words and Sight Words (with samples)
<p><i>Level 9-10</i></p> <p><i>R&S Spelling 5</i></p>	<p>Spelling by Sound, Syllables, Verb Forms— -ed and -ing, -s and -es; Verbs Forms—Doubling Consonants</p> <p>Syllables: VC/CV, VC/V, and V/CV, CV/VC, Root/Suffix, Compound Words, -le Words</p> <p>/sh/ and /ch/, /th/, /t/, /r/ and /h/; plurals of Nouns Ending in y</p> <p>Spelling /a/ and /e/, /i/ and /o/, /u/ and /ng/; /yoo/ and /oo/; /ur/; /ar/, /ir/; /e/ and /er/, /or/; /zh/; /oi/ and /ou/; /s/ and /z/; /k/; /w/, /kw/, and /ks/; /v/, /y/, and /hw/</p> <p>Abbreviations—sec., min., hr., wk., mo., and yr., tsp., tbsp., oz., pt., qt., and gal.</p> <p>Suffixes—Dropping Final e, Months of the Year, Books of the Bible</p> <p>Days of the Week</p> <p>Suffixes—Changing y to i, -ly, -less, and -ure</p> <p>Words That Compare—er and -est; Not -er and -est</p> <p>Possessive Nouns—'s, Plural Nouns</p>	<p>probably, ocean, honest, laughter, twenty-five, all right, believe, January, February, August, whole, aisle, Matthew, beauty, whom, sincerely, heart, separate, friendly, answer, surprise, handkerchief,</p>
<p><i>Level 11-12</i></p> <p><i>R&S Spelling 6</i></p>	<p>Plural Nouns—Adding -s and -es, Other Forms;</p> <p>Spelling /v/ and /oi/, /ng/; Single and Double Consonant Patterns, Final /d/ or /t/; /k/; /a/, /e/, /i/, /o/, and /u/; /ə/ and /ən/; /ā/, /ē/, /ī/, /ō/, and /yōō/; /ûr/; /ûr/, /ər/, and /yər/; /ch/ and /chər/; /sh/ and /shən/; /ä/, /îr/, and /âr/; /ô/ and /ôr/; /ōō/, /yōō/, /oo/; /zh/, /zhən/, /zhər/, and /ou/ and /yōō/; /j/ and /ij/; /s/; /z/ and /gz/; /k/ and /kw/; /w/, /hw/, and /ks/; h and k, /n/, /y/, /yōō/, /yən/, and /yər/</p> <p>Verb Forms—ed, -ing, or -es; Doubling Consonants; Dropping e to Add -es, -ed, -ing, Doubling Consonants; Adding -ed, Changing y to i</p> <p>Consonant Digraphs /th/ and /th/</p> <p>The Effect of Original Spellings on Modern Spellings</p> <p>Syllable Divisions of Inflected Forms</p> <p>Word Meanings, Connotations, Derivational Suffixes, Doublets/Cognates</p> <p>Abbreviations-- Books of the Bible, Units of Measure and Abbreviations With Capital Letters</p> <p>Homophones</p> <p>Syllable Divisions—Derived, Inflected, and Compound Forms</p> <p>I-Before-e Rule</p> <p>Plural and Possessive Nouns and Pronouns</p> <p>Derived Forms, Roots That Cannot Stand Alone</p> <p>Contractions—Verbs and Not, Pronouns and Will, Had, or Would; Pronouns or Interrogative Words and Forms of Be or Have</p> <p>Degrees of Comparison—Positive, Comparative, and Superlative</p> <p>Words That Compare—er and -est</p> <p>Compound Words—Closed and Hyphenated, Cardinal Numbers, Ordinal Numbers, and Fractions</p>	

SCOPE & SEQUENCE: Arithmetic & Mathematics

	SC 1 & 2 <i>Beginning Arithmetic 1</i>	SC 3 & 4 <i>Working Arithmetic 2</i>	SC 5-6 <i>Exploring Arithmetic 3</i>	SC 7-8 <i>Progressing w/ Arithmetic 4</i>
<i>Counting Numbers/ Algebra</i>	Counting to 250 Skip-counting: 2s, 5s, 10s, 25s Cardinal and ordinal numbers Place value to 100s	Place value to 1000s	Roman numerals I, V, X	Place value to 100,000,000s and 100ths Roman numerals L, C Rounding numbers
<i>Calculations/ Processes</i>	Addition and subtraction facts to 10 Single columns with 3 addends Two-place addition and subtraction (No borrowing or carrying)	Addition & subtraction facts to 18 Simple carrying and borrowing	Carrying and borrowing Multiplication and division facts: 1s-9s Terms	Multiplication facts: 1s-12s Division facts: 1s-12s Checking Terms 4-digit multiplicands and dividends 2-digit multipliers Long division
<i>Fractions, Percents, & Decimals</i>	Simple fractions	Simple fractions	Fractions Parts = whole	Addition and subtraction of fractions Adding and subtracting decimals Terms of fractions Mixed numbers Reducing and comparing fractions
<i>Reading Problems</i>	Simple addition and subtraction	Addition Subtraction	Multiplication Division	Sketches Estimation Steps in solving 2-step problems Finding averages
<i>Money & Banking</i>	Identifying and counting Penny, nickle, dime, quarter	Money All coins	Money Dollar bill Relationships	Counting change
<i>Measurement & Time</i>	Telling time to half hour Cup, pint, quart Inch Thermometer Dozen Day, week	Telling time to quarter hour Minute, hour Gallon Foot, yard Ounce, pound	Telling time to 5 minutes Fractional parts	Measuring to 1/8 inch Mile, ton Changing Measures Meter, kilometer, centimeter, millimeter, gram, liter Cubit, span Scale drawings Months
<i>Geometry</i>	Square Triangle Circle Rectangle			Radius Diameter Perimeter Area
<i>Graphs & Tables</i>				Graphs: Picture & Bar

SC 9-10 <i>Gaining Skill with Arithmetic 5</i>	SC 11-12 <i>Understanding Mathematics 6</i>	> SC 12 <i>Mastering Mathematics 7, Prealgebra+</i>
Place value to 100,000,000,000s and 1,000ths Roman numerals D, M Prime numbers, factoring	Roman numerals: bar for thousands Composite numbers Lowest common multiple Greatest common factor Rules of divisibility	Roman numerals up to the millions Repeating decimals Powers Square root Literal numbers Evaluating number expressions Positive and negative numbers
3-digit multipliers 2-digit divisors Mental arithmetic	4-digit multipliers 3-digit divisors Mental shortcuts Short division Checking by casting out nines	Order of operations Four processes with signed numbers Solving equations Addition and subtraction axioms Multiplication and division axioms
Fractions Multiplication, division Four processes with decimals Meaning of percent Ratio, proportion	Multiplying and dividing mixed numbers Multiplying and dividing by decimals Decimal–fraction–percent equivalents Finding percentage, discount, commission Nonterminating decimals	Finding # when a fraction of it is known Rates over 100% Increase and decrease Fraction of a percent Percent formulas
Distance, rate, time	Proportions Multistep problems Parallel problems	Writing equations
Identifying bills by picture	Simple interest Expense records Comparing unit prices	Compound interest Profit and loss
Measuring to 1/16 inch Acre Celsius temperature Milli-, centi-, deci-, deka-, hecto-, kilo- Handbreadth, fathom, furlong	English measure Rod, furlong, league, teaspoon, tablespoon, millennium Metric units of area Metric-English conversion Time zones	Blueprints Celsius-Fahrenheit conversions
Parallelogram, pentagon, hexagon, octagon Points, lines, angles Volume	Formulas Use of protractor Ray, plane, polygon Area of parallelogram, triangle, circle	Quadrilateral, heptagon, trapezoid Isosceles and scalene triangles Drawing geometric figures Geometric solids Surface area and volume
Graphs: Line Purpose of Accuracy	Circle graphs Construction of graphs	Histogram Tables based on formulas

SCOPE & SEQUENCE: Latin, English Grammar, and Greek

	SC 1 & 2	SC 3 & 4
<i>Books Used</i>	<p>Pre-Latin: Phonics, reading, writing, spelling in English</p> <p>SC 1 = <i>FSR, Kindergarten Phonics Supplemental Workbook, Cut & Paste Book</i></p> <p>SC 2 = <i>SC Writing Book One</i></p>	<p><i>Prima Latina</i></p> <p>SC 3 = intro to <i>Prima Latina</i> second semester</p> <p>SC 4 = entire <i>Prima Latina</i> course</p> <p>SC 3 = <i>SC Writing Book Two</i></p> <p>SC 4 = <i>R&S English 2</i></p>
<i>Phonics/ Phoneme Awareness/ Reading</i>	English phonics/ phoneme awareness	English phonics/ phoneme awareness
<i>Grammar</i>	<p>Noun, verb</p> <p>Capitalizing I</p> <p>Capitalizing proper nouns</p> <p>Writing a good sentence</p> <p>Using a capital letter and end mark for every sentence</p>	<p>Parts of speech</p> <p>Nouns – 1st declension endings</p> <p>Verbs – 1 conjugation present & future tense endings</p> <p>Irregular verbs – present tense of sum and possum</p> <p>Composition</p>
<i>Syntax</i>	<p>Word order</p> <p>Writing a sentence that makes sense</p>	Learning parts of speech and the concept of derivatives (English words derived from Latin)
<i>Latin Vocabulary</i>	---	~125 words
<i>Truth, Goodness, Beauty</i>	<p>Listening to sacred and classical music</p> <p>Appreciating great works of art</p> <p>Hearing good children's literature with delight and stories</p>	Memorization of songs and prayers to appreciate the ecclesiastical history, purpose, and beauty of Latin
<i>Course Objectives</i>	<p>Phoneme awareness</p> <p>Sounds in isolation and blended</p> <p>Sound location in a word</p> <p>Word families</p> <p>Rhyme patterns</p> <p>Word study to include sound substitution and sound deletion</p> <p>Beginning work on fluency</p>	<p>Mastery of parts of speech via Latin where parts of speech are more obvious than in English</p> <p>Building English vocabulary through Latin using derivatives</p> <p>Providing an introduction to learning Latin, the classical, inflected foreign language common to all students of classical education</p>

SC 5-6, 7-8	SC 9-10, 11-12	If > SC 12
<i>Latina Christiana</i> SC 5-6 = half <i>Latina Christiana</i> SC 7-8 = half <i>Latina Christiana</i> SC 5-6 = <i>R&S English 3</i> SC 7-8 = <i>R&S English 4</i>	<i>First Form Latin</i> plus <i>The Greek Alphabet</i> SC 9-10 = half <i>First Form Latin</i> SC 11-12 = half <i>First Form Latin</i> SC 9-10 = <i>R&S English 5 & Classical Composition I: Fable & II: Narrative</i> SC 11-12 = <i>R&S English 6 & Classical Composition III: Chreia/Maxim</i>	<i>Second Form Latin</i> (or <i>First Form Greek</i>) <i>R&S English 7</i> <i>Classical Composition IV: Refutation & Confirmation</i>
Literature, oral and silent reading	Literature, oral and silent reading	
Parts of speech Nouns & Adjectives 1st & 2nd declension Intro to 3rd declension nouns (nominative & genitive singular only) 1st and 2nd conjugation present system active indicative Irregular – Present system of sum Composition	Nouns – all five declensions except er-ir nouns of 2nd declension, i-stem nouns of 3rd, and neuter nouns of 4th Adjectives – 1st, 2nd declensions 1st & 2nd conjugations and sum, six tenses, active indicative Composition	
Nominative case Subject-verb agreement Noun-adjective agreement Predicate adjectives Diagramming sentences	Nominative and accusative cases Complementary infinitive Subject-verb agreement Noun-adjective agreement Predicate nouns & adjectives Diagramming sentences	
~220 words including review of nearly all in <i>Prima Latina</i> includes conjunctions, adverbs, and numerals (cardinal and ordinal)	~200 words, most reviewing <i>Latina Christiana</i>	
Memorization of songs, prayers, and doxologies to appreciate the ecclesiastical history, purpose, and beauty of Latin	Recommended: <i>Lingua Angelica</i> CD and <i>Song Book</i> for continued recitations of songs, prayers, and doxologies to appreciate the ecclesiastical history, purpose, and beauty of Latin	Recommended: <i>Lingua Angelica</i> Translation Course
Memorization of grammar forms Memorization of vocabulary Application of grammar to basic translation (Latin to English and English to Latin) Understanding of grammatical concepts Preparation for further study in Latin through the Memoria Press Form series	Memorization of grammar forms Memorization of vocabulary Application of grammar to basic translation (Latin to English and English to Latin) Understanding of grammatical concepts Introduction to parsing Greek: Learning the Greek alphabet through <i>The Greek Alphabet</i> book	

ONGOING SUPPORT

SIMPLY CLASSICAL JOURNAL

Find all of these at SimplyClassical.com

- Free Print Magazine/Catalog with informative, encouraging articles
- Free Readiness Assessments
- Free Community, online discussion forum
- Free Customer Service, sales@memoriapress.com



SIMPLY CLASSICAL ENDORSEMENTS

Excellence in Education Award: *Simply Classical Curriculum* Voted #1 for Special Learners, Excellence in Education Award: 2014, 2016, 2017, 2018, 2019, 2020

– The Old Schoolhouse Magazine

At homeschooling conventions I send many people from my booth to Cheryl Swope's Simply Classical Curriculum at Memoria Press. I also recommend Simply Classical: A Beautiful Education for Any Child.

– Kathy Kuhl, author of *Homeschooling Your Struggling Learner*, LearnDifferently.com

I am very impressed with this curriculum. – Jan Bedell, M.Ed., Ph.D., founder of LittleGiantSteps.com

Simply Classical is a must-read and the Simply Classical Curriculum is a new favorite.

– Faith Berens, HSLDA Special Needs

Simply Classical Curriculum is one of the top picks for special-needs homeschool curriculum.

– SPED Homeschool

I cannot honor you enough for your work.

– Andrew Kern, CiRCE Institute

For special needs we highly recommend purchasing a copy of Simply Classical: A Beautiful Education for Any Child by Cheryl Swope, who pursued a classical education for her special-needs students. We also suggest the Simply Classical Curriculum available from Memoria Press.

– Classical Academic Press

Now Memoria Press' Simply Classical special-needs homeschool curriculum provides a way for parents to implement classical education with special-needs & struggling students in a homeschool or small-group setting.

– ChristianBook.com

SIMPLY CLASSICAL CURRICULUM REVIEWS

Simply Classical Curriculum, written by Mrs. Swope, is rich in quality literature progressing slowly and surely through the process of laying a very solid foundation in classical learning. The detailed readiness assessment for each level covers language, cognitive ability, emotional development, fine-motor skills, and gross motor skills and is followed by a set of skills in each area to develop during this level of the program. Other than making sure you have read-alouds and supplies for the day, prep is practically nil. There will be families who are very thankful for the appearance of this curriculum. Not only did Cheryl Swope start walking down the classical path with her special-needs twins, but she quickly realized that it was the very best possible educational path for them. The combination of systematic repetition, language skills emphasis, gracious implementation and quality content has reaped amazing results, transforming their challenging lives into those with meaningful expressions of beauty and service.

– Janice, Rainbow Resource

Simply Classical Curriculum maintains the classical approach for which Memoria Press is so well known, but it dials back the difficulty a little bit, inserts more incremental step-by-step lessons, and adds active learning ... well suited for children with more significant intellectual disability, language disorders, autism, or learning disabilities. The heart of each year's program is the Simply Classical Curriculum Manual with its step-by-step instructions for teaching all subject areas in a gentle, incremental manner that is appropriate for children with special needs. "The rich beautiful content of a classical Christian education designed to promote wisdom, virtue, and eloquence within the Christian context of forgiveness, mercy, and salvation" reflects Memoria Press's dedication to both classical and Christian education, and they do so through stories, songs, and activities in a playful manner.

– Cathy Duffy, author of *102 Top Picks for Homeschool Curriculum*

SIMPLY CLASSICAL CURRICULUM TESTIMONIALS

Read testimonials from schools and homeschools teaching with the Simply Classical Curriculum ...

It is so, so good to see things slowly starting to click with First Start Reading in the Simply Classical Curriculum. Honestly, I can't thank you enough. – Tamara

I have been so happy with my son's (age 9) success this year! As long as they continue making levels, we will continue using the Simply Classical Curriculum. I feel like this is "his" curriculum. – Jessica T.

I love the Simply Classical Curriculum. It is wonderful to hear the program will continue through high school. My heart rests easy now, knowing that my two children will always have the educational guidance they need. This is such a blessing to me. Wonderful fine-motor, multi-sensory suggestions included. Thank you. – Martha

It is a WONDERFUL curriculum. – Jessica N.

Lots of repetition, great stories, good pace, and appropriate accommodations as my little guy (age 5) struggles with fine motor skills and is preverbal. – Zeppy

Before coming to the Simply Classical Curriculum basically all I had done with my special-needs child was reading and math. I'm thankful to be broadening my child's exposure through Level 3 with American history, literature, composition, Bible, grammar, and cursive. The American history series really is a great selection of stories. – Kellie

*When at six my daughter had no interest in learning and was still not willing to do anything I tried Simply Classical Curriculum. She now loves to learn. Zoomed through A and B and is now on Level 2. We have had great success with the gentle approach of the Simply Classical Curriculum. This curriculum is derived from the inspiration of the book *Simply Classical: A Beautiful Education for Any Child* by Cheryl Swope, which I would recommend to anyone. Whether your child is diagnosed, different, or apparently average there is much wisdom in these pages. – Margaret*

The language lessons are absolutely wonderful! His comprehension has soared! It's the perfect pace for my son. He loves spelling and the stories we read. His expressive language is greatly improving! My son sits at the table each morning to wait to get started! It's a wonderful sight. Thank you for everything. Just everything! – Nubia

So my son went from never even wanting to pick up a pencil or crayon to drawing! Huge improvements with this program. Moments like this let you step back and really see something amazing. – Aurora

I'm really glad I chose Level 1 of the Simply Classical Curriculum. I've seen a growth and confidence in him this year that I've never seen before. Something just clicked with this curriculum and I'm so glad we found it! – Erin

*I am using Book One of Simply Classical's *Myself & Others: Lessons for Social Understanding, Habits, and Manners* with both of my boys with Fetal Alcohol Syndrome/FAE. Lessons are basic but very good: washing hands, taking care of your nose in private, being kind, having good table manners. Each week there's a read-aloud that goes with the lesson. My boys LOVED Rikki Tikki Tavi. Thank you! – Lillian*

I had not found anything else like the Simply Classical Curriculum in the homeschool market. I am the parent of a child with severe mental insufficiency and developmental delay. She is also visually impaired and has autistic tendencies. She is six years old who functions basically on a two-year-old level, but without as much cognitive reasoning skills. I just wanted to thank you for making this special needs homeschool journey a little less lonely. Someone finally gets it! Thank you. – JB

Our son is 14. He has low-functioning autism, is non-verbal, has auditory processing disorder, muscle spasms, sensory integration disorder, and sleep disorder. Your book and curriculum have been an answer to prayer. – Elaine

The pre-writing skills are one of my favorite things about the special needs readiness curriculum!! I was thinking, "What? This can be FUN?" Because we were not having fun before the Simply Classical Curriculum. – JA

This is our family's fourteenth year of homeschooling. Our fifth child has Down Syndrome and is twelve years old. We are so grateful to have found the Simply Classical Curriculum. Last year we did Simply Classical Level B and it helped our son become more acquainted with academic work, reciting and listening. This year with Level C we are so excited. Up until now I would piece together a mish-mash of materials and activities, which would vary drastically according to my energy levels and his tolerance. We have hope finally that our son can feel proud to join his siblings in school work that is his level and he is really working! Perhaps most importantly he will be able to grow in good habits of learning. We promote this program to anyone with children who have special needs. It is just wonderful to have the practical format for skills and goals along with lesson plans that are easy to follow and allow for adding other special learning tools and therapy. Thank you VERY much for helping many special needs students including our son! – VH

Grateful for the excellent books we get to dive into with Memoria Press! We use Myself & Others Book One. I love that my autistic 5-year-old and his neurotypical brothers all learn so much from each week and their love of good books continues to grow! Thank you for putting together these Myself & Others sets. They are wonderful for everyone! – Jeannette

I'm loving it! It's been a joy to do with my daughter. I appreciate the open and go of well crafted plans. – FA

My twins made more progress with Simply Classical Level One than in any other year with any other programs. – Jennifer

*My son has severe anxiety and autism and is doing Simply Classical 3. We have time for him to go to extra therapies that are based on his needs, vision therapy, OT, PT, counseling, speech therapy, horseback (hippotherapy). The curriculum from Memoria is so much richer than anything they get in public school, too that I feel that he is getting a more robust education even if he isn't learning any number of things the public school[s] are wasting time on these days. He'd likely be stuck in a self contained classroom due to his inability to cope with the larger environment (at least when he was younger). And those classrooms are notoriously bad at actually *teaching*. Especially for a child who has a high IQ. If he was spending every day in an environment that stressed him and caused him pain (like a noisy public school) then all of his at home time would be spent trying to recover and that's not how I want to spend his childhood. I don't believe he'd be where he is today if we had not homeschooled him. I strongly believe that homeschooling with Simply Classical is the single best option for an SPD/autism kid. – Miah*

The Simply Classical Curriculum is the gentle approach to early learning we need right now. It complements my own educational preferences and offers an easy layout for my son's day nurse and I to share. Thank you. – Kim

We love the way the Simply Classical Curriculum flows. It's easy for teachers to understand to use in the classroom every day. We really liked the kinesthetic activities with the reading curriculum.

– Erika (classical school)

He is reading!! My mom told me she didn't think he would ever learn to read. It's all thanks to this program. This curriculum makes no leaps in knowledge. It's just little steps, one after another. I couldn't be happier. – Michelle B.

My husband and I are now completely sold on this curriculum. My son is already making a ton of progress. He wakes us wanting to "do school" each morning. He said "please" to the lady at the store and is now saying simple prayers out loud. Your curriculum has helped so much! – Melissa

This curriculum is a beautiful, gentle approach for a beginning writer. – Dianna

*Simply Classical Curriculum...it is so great! My son's therapist is so frequently either recommending things that we're already doing in Level C or, when I tell her what we're doing she's *so* impressed by it. Genuinely impressed. I would highly recommend the Simply Classical Curriculum. I feel like it's teaching me to be not just a parent but a teacher. Things I just would not think to teach/do in a million years. – Sarah in Australia*

I absolutely love the enrichment curriculum and how nicely it guides me through the comprehension questions. He does not like having to think and figure things out but the stories are so good that he never refuses to sit and read with me. My son is 6.4 years old on the spectrum. He was relatively nonverbal until about 4.5 and was all over the place with sensory functioning. We are a family of 5, 2 boys and a baby girl. – Denise

For the first time ever, she answered "What day was it yesterday? Tomorrow?" WITH NO HELP!!! She gets it!! She really gets it!! My daughter with Down syndrome is now age 10 in Level C. And loves it! – Jatina

Love this! I'm teaching Level 1 with an 8-year-old slow learner. Very impressed! Could also use this for a younger child who is ready to read. Very flexible. – ET

We teach our son with Down syndrome from Level A. It's a really good fit. Lots of repetition and fun books. – Julie W.

For my son, working on pointing (in the first level, Simply Classical Level A) has been huge and now he can isolate his finger and point, and as a result is exploring his environment more, pointing at pictures (non-verbal) to ask what is on the picture. Thank you! – Cortney

I have found this curriculum isn't nearly as time consuming as I feared and works really well with my son. Reading for him had been such a struggle. I had started considering the fact that he may never read well. Now I am so much more hopeful and have such a sense of relief. His printing and spelling have also greatly improved. He is even doing great with cursive. I have also been surprised with how much he likes doing recitations. This curriculum has been such a blessing, and I am overwhelmed with the results. So for those of you debating about trying this curriculum I highly recommend it. I plan on using every level SC comes out with. – Emily

Do you know what a MIRACLE this feels like to me and to our family? Thank you from the bottom of my heart. I was trying to do homeschool by myself, piecemeal, and we were making progress but there were so many "holes" I didn't know how to fill in his learning that I was overwhelmed. This curriculum has been a true answer to prayer. Not enough good things to say, truly. Thank you! His verbal output, processing, temperament, fine motor, organizational thinking, understanding, ability, PEACE and ENTHUSIASM have soared. We have a different child now. He is making actual conversation! (!!!!!). We absolutely LOVE IT and are seeing so much excitement, improvement, willingness to learn, and comprehension open up for him. Not enough good things to say. It has been such a blessing to find this curriculum. – Anita

My daughter has Down syndrome. With the Simply Classical Curriculum we now start each day with a prayer from the beautiful Little Golden Book Prayers for Children. When we talk about the baby birds and mama bird on the page, Kate practices her speech and her signing. From there, each day includes basic calendar activities (days of the week and weather), counting and alphabet recitation, as well as beginning memory work from Scripture. We then read the book of the week. Cheryl Swope has chosen wonderful books from authors including Beatrix Potter, Richard Scarry, Eric Carle, and Margaret Wise Brown, among others. Because these are board books, they are perfect for little hands and allow Kate to practice her fine motor skills by turning the pages for me. Fine and gross motor, oral language, and other therapies are wrapped into the weekly readings. We practice making a pointing finger to count objects; we jump, squat down, and push strollers to act out parts of a story; we discuss feelings and learn empathy while learning to read emotions on the faces of the characters. Cheryl Swope has taken those skills that need explicit instruction and woven them beautifully into activities springing out of the books we are reading. She has captured special needs preschool and bottled it inside something true, good, and beautiful. We knew early on that Kate needed an early start to build a foundation that came easily for her brothers. We knew her development was an uphill climb from the beginning. But we also knew that given the skills, the input, and the time, she would be able to fly.... For us, that takes the form of early reading instruction, explicit math instruction, and a beautifully written preschool special needs curriculum. And she is thriving.

Update: I just wanted to say how much we are enjoying the books - first from Level A and now in Level B. Kate has begun to enjoy longer stories.... And a special note on Owl Babies. Recently, she has been asking us to read it to her all the time. We obliged, mostly because she is so cute saying "Mommy" at the end of Bill's lines. I've had to tell anyone who reads it to her (dad, brothers, and the young woman who comes and plays with her once a week) to stop after Bill says, "I want my ... " because Kate will chime in. Yay for encouraging oral language! Thank you for choosing such wonderful books, and for choosing ones that challenge our children just enough to gently push them in their growth and development. – Brit

Cheryl Swope, the creator of Simply Classical, starts out the curriculum much like you start school with a new class. You don't jump in to everything right away, you slowly build up your routine, adding a new component every few days. That meant the first few days were fairly short. Now at the end of the second week we are working through a Core Skills phonics program, First Start Reading book, Arithmetic, and Copywork for penmanship. It is clear by now that the challenge level for my daughter is spot on. The work takes mental concentration for her, she gets slightly frustrated but not to such a degree that she gives up, and her accomplishments come with real pride because she has worked through hard concepts. The morning session is about an hour long, we generally do two subjects during that time. By the end she has reached saturation point and is ready for a break, but eager to come back in the afternoon for our second session. During the "down time" between our morning session and afternoon session, my kids are so incredibly creative and happy! I started this curriculum because the spontaneous, child-led learning approach wasn't taking root. Now I walk into the living room to discover the girls drawing portraits of one another (after we talked about Michelangelo and sacred art, one of the lesson plans). They make complex magnetile structures trying to identify all the shapes and patterns they can combine. They dress up as bugs living in their natural habitat (nature lesson). They try to sound out words and make up poems. They whirl and twirl to celtic music on pandora while trying to count their steps. Wheeeee! THIS is what I was envisioning when I wanted to homeschool. Turns out my kids need a little structure and a dash of intentional wholesome beauty in order for their creativity and joy to take root and BLOSSOM. And my joy in teaching them has blossomed too. There are so many little suggestions in the lessons plans for how to intertwine lessons. All the multisensory, tactile, and play concepts mesh with my occupational therapy background perfectly. – HH

My daughter (dyslexia, depression, low intelligence) has actually learned with the Simply Classical Curriculum and is now progressing one year at a time. She now tests on grade level in reading. This is due to your curriculum. – Jennifer

Such a beautiful curriculum! Thank you! – Sarah S.

*You made it perfect for our asynchronous children!
– Christine*

My son has dyslexia, apraxia of speech, sensory issues, and ADHD. I have taught from the Simply Classical Curriculum for several years, but I wish I'd known of MP and Simply Classical from the beginning! It would have made this journey smoother for sure. – Susan

I have found this curriculum to be the perfect fit for our needs. If I pull out his lesson book for the week he immediately comes over and plops down in my lap. The books chosen for each week are wonderful. Simply Classical Curriculum gave me exactly what I was looking for, something concrete to do with him to work on oral language skills. He has just grown so much in his vocabulary when we work with him on his lessons, we have gone down to every other week in speech therapy instead of every week; even his therapist has noticed a great increase in his vocabulary since we started working with him on this curriculum. I just get to see his little face light up each time we read a book. – Michelle V.